Mrs. Gawlik/Mr. Anderson 8th Grade Math March 25-29, 2019

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|  | Monday 3-25  SUB | Tuesday 3-26 | Wednesday 3-27 | Thursday 3-28 | Friday 3-29  ½ Day PBIS REWARD |
| Looking For Pythagoras | Exact Path | Begin Problem 3.4: Measuring the Egyptian Way: Lengths that form a Right Triangle p46-48 A-D | Continue Problem 3.4 A-D p46-48 | Application 3.4 #14-16  PSAT Review | Missing work/Make Up Day |
| CCSS |  | 8. G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | 8. G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | 8. G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. |  |
| Content Objective  (Student Will Demonstrate…) | Understanding of content specific NWEA R.I.T per individual learning goal by answering questions on Exact Path with 75% accuracy | Understanding of the proof of the Pythagorean Theorem (8.GB.8) by investigating the converse, if then the triangle is a right triangle with 70% accuracy. | Understanding of the proof of the Pythagorean Theorem (8.GB.8) by investigating the converse, if then the triangle is a right triangle with 70% accuracy. | Understanding of the proof of the Pythagorean Theorem (8.GB.8) by investigating the converse, if then the triangle is a right triangle with 70% accuracy. |  |
| Language Objective  WIDA Accommodations  (reading-follow along with teacher; writing-model teacher note-taking, answer questions; speaking- practice using math terminology and the English language. | Read to answer questions for NWEA individual learning plan using Exact Path with 75% accuracy. | Write to answer questions about the converse of the Pythagorean Theorem using a table with 70% accuracy | Write to answer questions about the converse of the Pythagorean Theorem using Problem 3.4 with 70% accuracy | Write to answer questions about right triangles using application questions 3.4 #14-16 p51 with 75% accuracy. |  |
| Vocabulary | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg, Cube root, square root | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg, Cube root, square root | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg, Cube root, square root | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg, Cube root, square root | Acute triangle, obtuse triangle, right triangle, hypotenuse, leg, Cube root, square root |
| Differentiation/Modifications | \*Whole group and individual learning  \*Problem-solving strategies | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \* technology  \*A/B Partner (talk/predict/share with group)  \*Problem-solving strategies  Sp Ed Accommodated worksheet | \*Whole group and individual learning  \*Modeling  \*Manipulatives  \* technology  \*A/B Partner (talk/predict/share with group)  \*Problem-solving strategies  Sp Ed Accommodated worksheet | \* individual learning; A/B partner  \*Modeling  \*Manipulatives  \* technology |  |
| Activity/Exit Ticket/Assignment | Monday 3-25 | Tuesday 3-26 | Wednesday 3-27 | Thursday 3-28 | Friday 3-29  ½ Day PBIS REWARD |

Mrs. Gawlik reserves the right to change and alter these plans at any time.